



Early Journal Content on JSTOR, Free to Anyone in the World

This article is one of nearly 500,000 scholarly works digitized and made freely available to everyone in the world by JSTOR.

Known as the Early Journal Content, this set of works include research articles, news, letters, and other writings published in more than 200 of the oldest leading academic journals. The works date from the mid-seventeenth to the early twentieth centuries.

We encourage people to read and share the Early Journal Content openly and to tell others that this resource exists. People may post this content online or redistribute in any way for non-commercial purposes.

Read more about Early Journal Content at <http://about.jstor.org/participate-jstor/individuals/early-journal-content>.

JSTOR is a digital library of academic journals, books, and primary source objects. JSTOR helps people discover, use, and build upon a wide range of content through a powerful research and teaching platform, and preserves this content for future generations. JSTOR is part of ITHAKA, a not-for-profit organization that also includes Ithaka S+R and Portico. For more information about JSTOR, please contact support@jstor.org.

Strong on Teaching a Bird Course.¹—Dr. Strong outlines his methods of conducting bird classes at the University of Chicago and his suggestions will prove valuable to teachers engaged in the same line of work. Laboratory work consists of identifications from skins which, to avoid wear and tear are wired onto handles upon which their measurements are marked. Lantern slides are also shown to test ability in identification, the students writing down the names of the birds as they appear on the screen. Field work is conducted twice a week in the spring from 7.40 to 9.10 A. M., full observations being recorded on each species observed. As Dr. Strong remarks the main object of students selecting this course is to learn to identify the birds and consequently the course is adapted to this end.—W. S.

Beal on the Food of our More Important Flycatchers.²—The food habits of these birds are discussed at length by Prof. Beal in the manner made familiar to our readers in previous publications of the Biological Survey.

Analyses of stomach contents of the 17 species of Flycatchers here considered shows that 94.99 percent. of their food consists of insects and spiders. Of this hymenoptera — bees, wasps, etc. constitute more than a third and as these insects are for the most part beneficial, this element must be weighed against the destruction of noxious species, which Prof. Beal considers more than balances it. Curiously enough the destruction of honey bees popularly charged against the Kingbird seems to have been greatly exaggerated and the greatest harm done by the birds lies in the destruction of small parasitic hymenoptera.

Admirable plates by Fuertes, all but one in colors, illustrate this valuable bulletin.—W. S.

Beal and McAtee on Food of Some Well-known Birds.³—The results of stomach examinations and field observations on twenty common birds not included in Bulletin No. 54 are here set forth, two of the species being treated by Mr. McAtee and the rest by Prof. Beal. In these publications the Department of Agriculture is spreading broadcast information on the habits and value of our birds, the influence of which has had much to do with the constantly increasing attention that is being given to bird preservation in America.—W. S.

¹ Some Ideas on Teaching a Bird Course. By R. M. Strong. *Nature Study Review*, Vol. 8, No. 5, pp. 1-7.

² Food of our More Important Flycatchers. By F. E. L. Beal. *Bulletin 44*, Biological Survey, U. S. Dept. of Agriculture, pp. 1-67, plates I-V. September 19, 1912.

³ Food of Some Well-known Birds of Forest, Farm, and Garden. By F. E. L. Beal and W. L. McAtee. *Farmers' Bulletin*, No. 506, U. S. Department of Agriculture, pp. 1-35, figs. 1-16. September 25, 1912.